

Integrated and Contextualized Education

**Facilitators from
Workforce Professionals Training Institute
Jennifer Pierre
Tom McKee**



Workforce Development Training Partners

- Maher & Maher is a specialized workforce development, training, and change management consulting firm.
- They are working with the DC Workforce Investment Council to further develop a Career Pathways Community of Practice in the District of Columbia.
- WPTI is Maher's training partner, and we are pleased to work together with the DC WIC to deliver the Career Pathways CoP trainings.

WORKFORCE INVESTMENT COUNCIL



Maher & Maher

Investment Advisors for Talent Development.

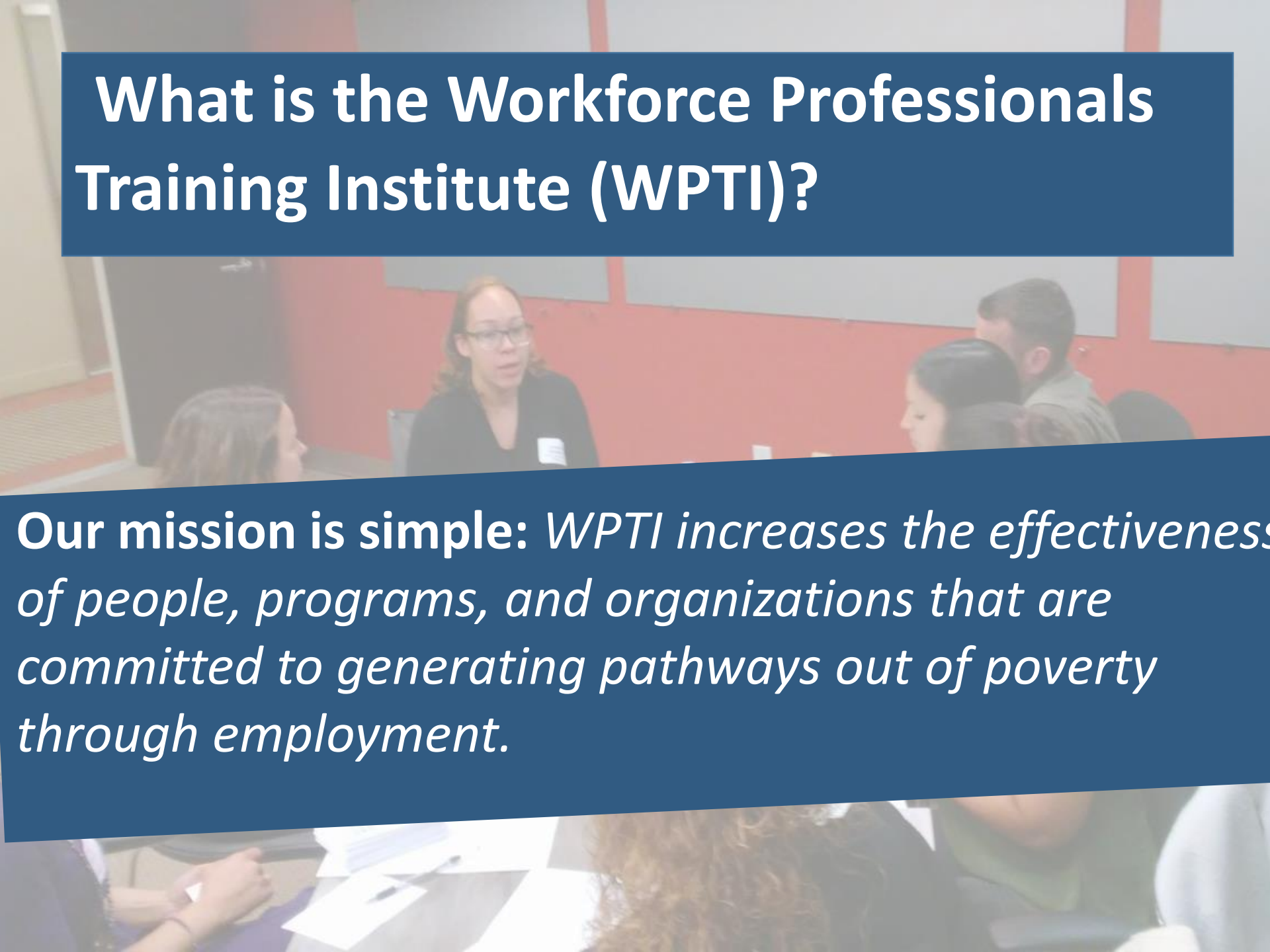
AN IMPAQ COMPANY



What is the Workforce Professionals Training Institute (WPTI)?

A background image showing a woman with glasses and a dark top speaking at a meeting. Other people are visible in the background, and the setting appears to be a professional training or conference environment with red and grey walls.

Our mission is simple: *WPTI increases the effectiveness of people, programs, and organizations that are committed to generating pathways out of poverty through employment.*

A background image showing a group of people sitting around a table, working on papers and documents. The scene is a professional training or meeting environment.

Who are the facilitators?

Jennifer Pierre, Director of Consulting
Tom McKee, Director of Instruction, Stanley
Isaacs Neighborhood Center

Who are you?

We know there is a wealth of experience and knowledge in the room!

If you know a great deal about Integrated and Contextualized Education...
we *need* you to share your expertise.

If you know less...
we look forward to *helping* you learn from us and your colleagues.

Agenda

- Welcome
- Introductions
- Warm Up
- Brief Overview of Career Pathways
- Our Experience
- Sector Strategies
- Key components and elements of Integrated and Contextualized Education
- Application and Implementation
- Working within my Sphere of Influence
- Reflection and Wrap up



Learning Outcomes

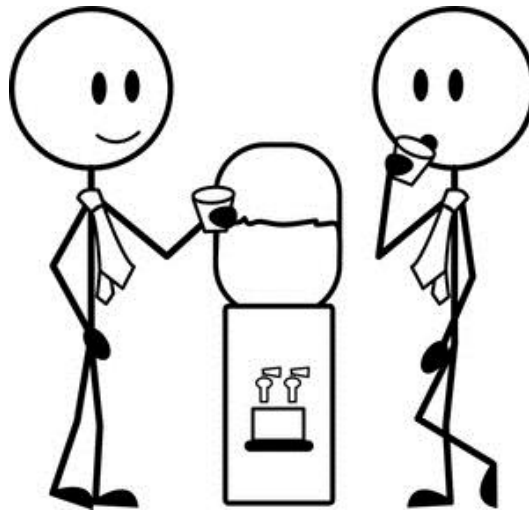
Upon completion of the training, you will be able to:

- Connect Career Pathways and Integrated/Contextualized Education to your own experience
- Understand basic elements of the Career Pathways and Contextualized Learning
- Develop some preliminary lesson ideas
- Outline some preliminary next steps for action



Let's Warm Up

What's your name
and where do you work?



To make sure we have a productive session...

Let's set some community
agreements.

What do you need to be comfortable
and productive here?



To make sure we have
a productive session...

What would you like to
learn today?

Discuss in pairs and
report back.



Let's Warm Up a Little More

Pair up. Ask each other the following:

- When you were ten years old, what did you want to be when you grew up?
- When you were 18, what did you want to be when you grew up?
- What was your first job
- What was your major in college/favorite subject in school?
- How connected is your school education to your current job?
- What would you like your next job to be?



Let's talk about our career journeys

- Who helped you get to where you are today?
- What were your goals?
- What kind of education did you have?
- How did you know what to study?



Let's talk about our career journeys

***Report back on an interesting thing that
you learned about your partner.***



Let's talk about our career journeys

How did you get here?

Who helped you?

You either had some help or tremendous determination.

Who do our participants have?



Historical Context: Research and Career Pathways

- “Research evidence continues to point towards importance of *demand driven* training/skills acquisition as route to upward mobility.”
- “No solid evidence of long run effects of work first programs but these remain most popular. Numerous attempts to extend early gains of work first programs met with disappointing results though we have learned a lot along the way.”

Richard Hendra, MDRC “Back to the Future: Learning from Past Studies When Planning Future Programs” (Presented at New York City Employment and Training Coalition, October 23, 2015) **Back to the Future: Learning from Past Studies When Planning Future Programs Back to the Future: Learning from Past Studies When Planning Future Programs**



Historical Context

- Rapid attachment doesn't work.
- “Siloed” adult literacy doesn't have an impact on income.
- Career Pathways looks more promising....



Historical Context: Research

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Improving the Effectiveness of Education and Training Programs for Low-Income Individuals

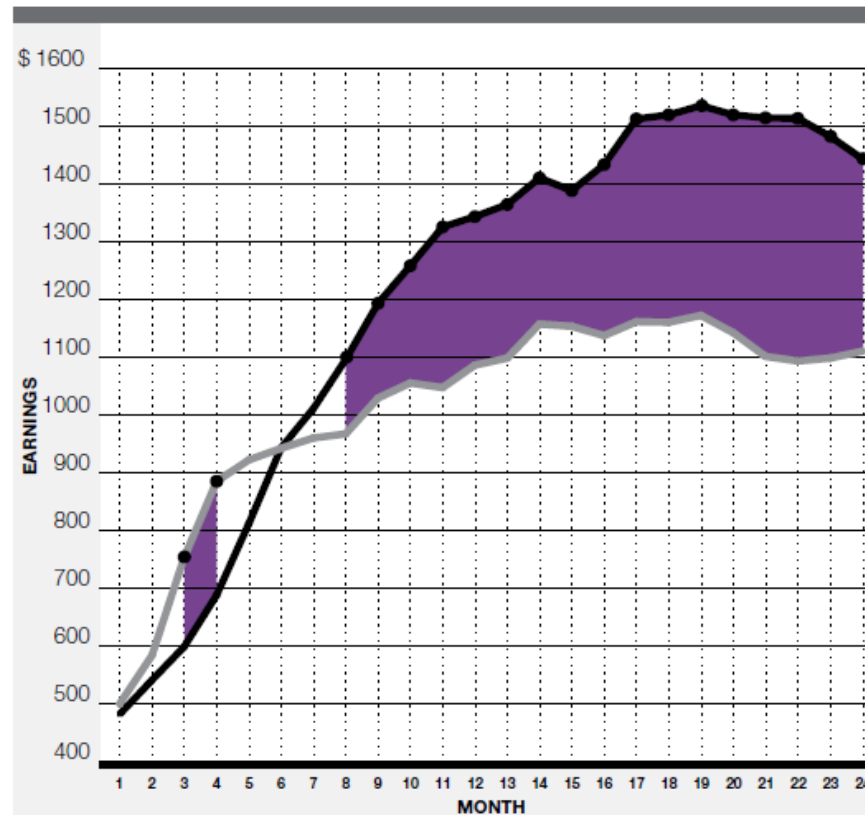
**Building Knowledge from Three
Decades of Rigorous Experiments**

Richard Hendra
Gayle Hamilton
MDRC



Tuning in to Local Labor Markets: Lessons From the Sectoral Employment Study.

Figure 1
Total Earnings by Month, Total Sample



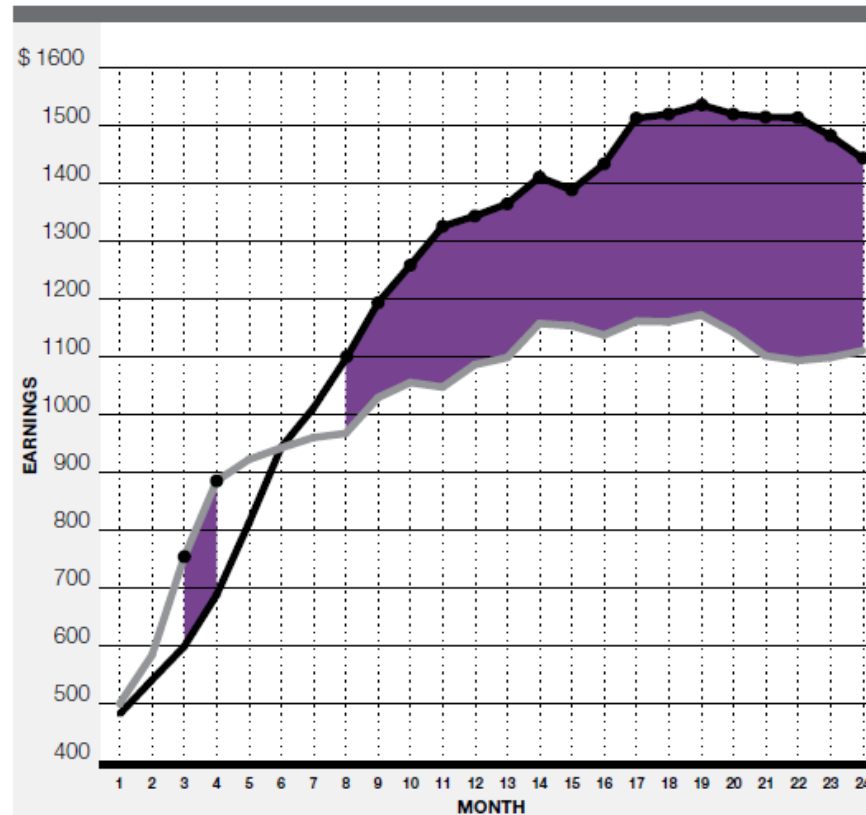
Source: P/PV. Maguire et al. 2010
http://www.ppv.org/ppv/publications/assets/325_publication.pdf



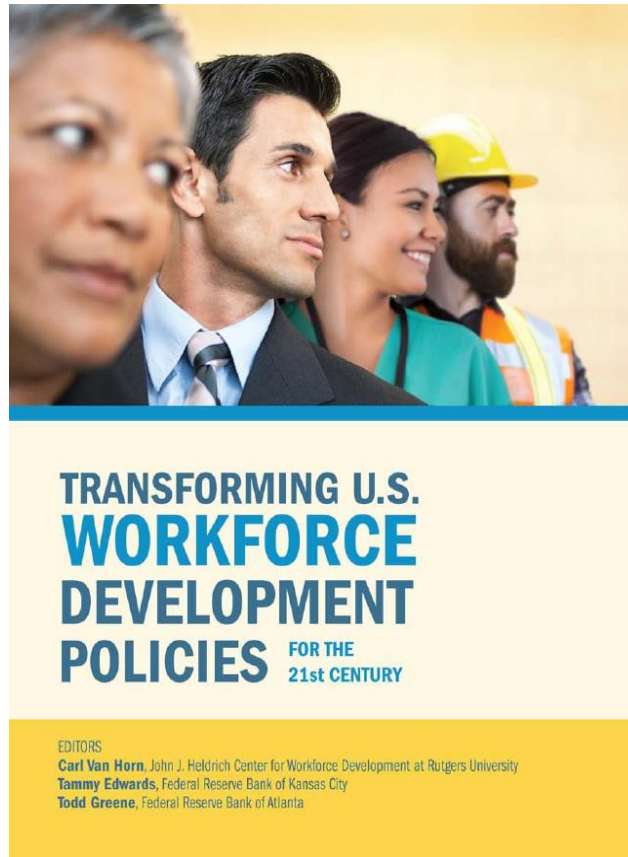
Wages were 30% higher for Career Pathways programs

Figure 1

Total Earnings by Month, Total Sample



Here's a great 600 page book if you want to know more!

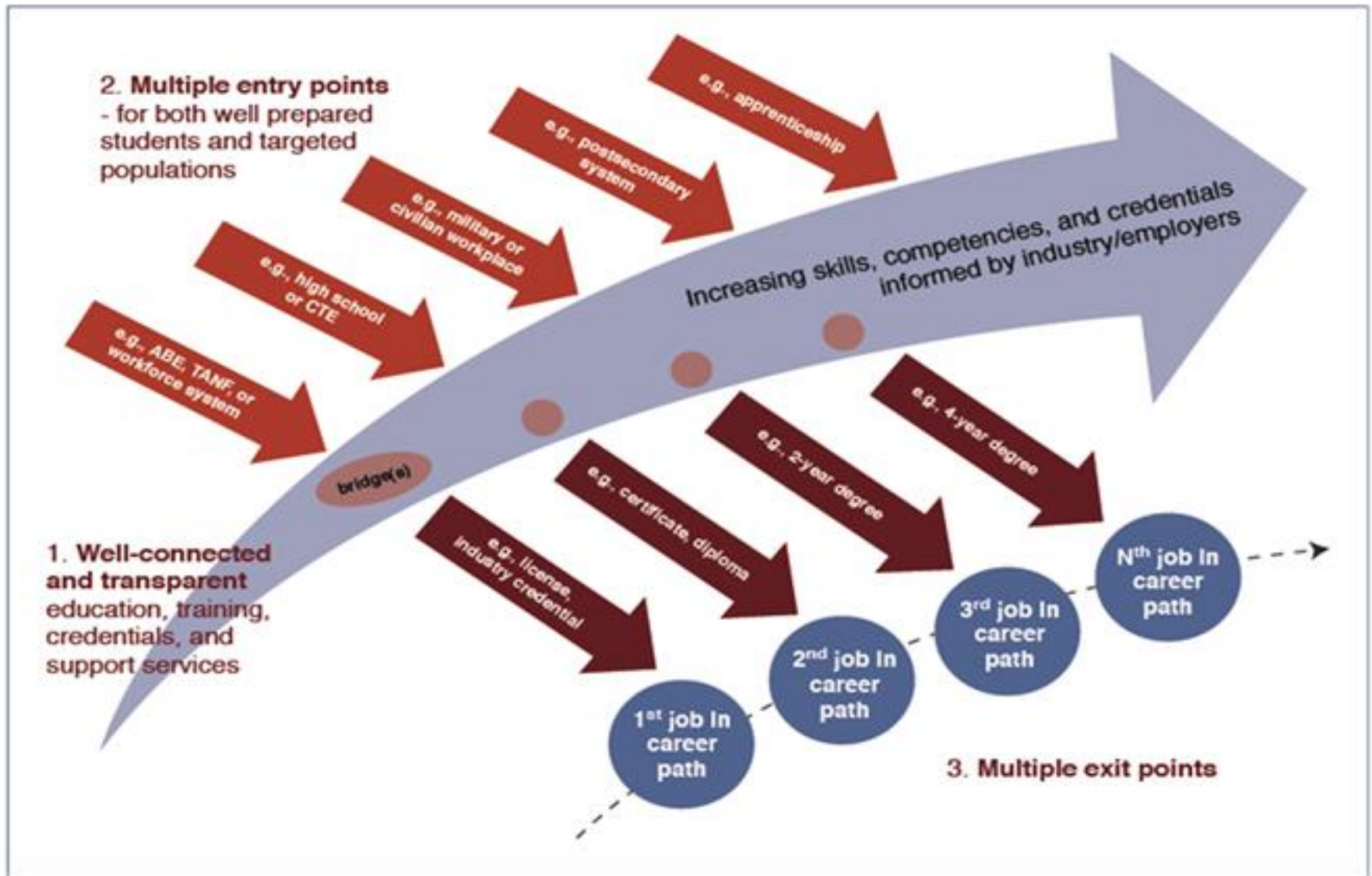


What are Career Pathways?

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services.

Source: Section 3.7 of the WIOA Legislation





Source: NYC Office of Workforce Development, *Career Pathways: One City Working Together*, November 2014, Report, page 38.



What are we already doing?

What do you know about Integrated and Contextualized Education and Training?



Adult Education & Literacy

“...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training”
WIOA Sec 203(2)

Workforce Preparation

“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” WIOA Sec 203(17)

Workforce Training

“may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services...(i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”
WIOA Sec 134(c)(3)(D)



INTEGRATED EDUCATION & TRAINING

“...a service approach that provides **adult education and literacy** activities concurrently and contextually with **workforce preparation** activities and **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement”
WIOA Sec 203(11)

Judy Mortrude, CLASP, “What is Integrated Education and Training, Presented on September 15, 2017



Integrated Education & Training According to WIOA

...a service approach that provides **adult education and literacy** activities **concurrently** and **contextually** with **workforce preparation** activities and **workforce training** for a **specific occupation** or occupational cluster for the **purpose** of **educational and career advancement.**” WIOA Sec 203(11)



What are we already doing?

For Training and Employment Programs:

- Do you use any math?
- Do participants fill out applications?
- Do they read manuals or textbooks?
- Do they need to know specialized vocabulary?
- Do trainees have to use technology?
- What else do they need to read, write or calculate?



What are we already doing?

For Training and Employment Programs

Do you teach the basic skills needed
or do you expect participants to have
all the skills they need?



What are we already doing?

For Training and Employment Programs

What do you do if they don't have those skills?



What are we already doing?

For Literacy and Education Providers:

- Do you use themes for instruction?
- Do your students do projects?
- Do you teach life skills?
- Do you do Vision Boards or Goal Setting?
- Do you teach health?
- Do you teach life skills?



Does this approach work?

Skills are better learned in context.



How does this work in a Basic Skills Class?

Examples might include:

- Reading about a day in the life of a doctor or nurse
- Reading a biography of a scientist or inventor
- Studying math by using wages and salaries of different professions;
- Writing about career aspirations and life goals



How does this work in a workplace training program?

What are the basic reading, writing, and math skills that people need to succeed in your vocational training program and/or their chosen career?



How does this work in a workplace preparation program?

Job readiness workshops or classes can easily include some reading, writing and math, as well.



Examples of Integrated and Contextualized Education and Training



Examples of integrated education in your programs such as:

- Teaching basic skills in a training program
- Job readiness instruction in an education program
- Basic skills in a job-readiness program

(Discuss in groups)

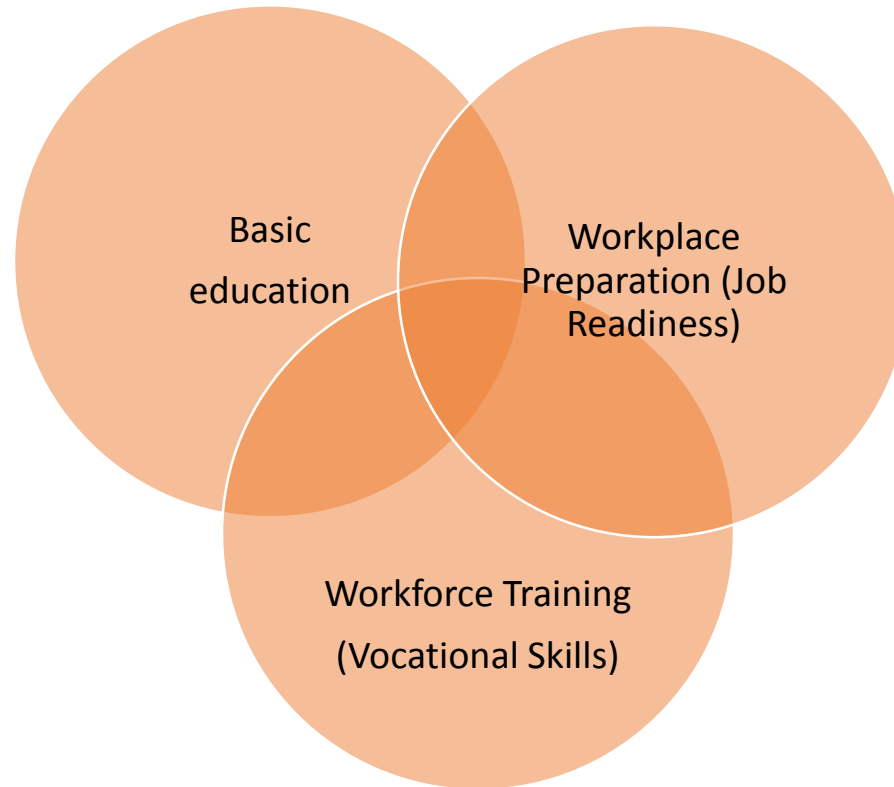


Examples of integrated education in your programs such as:

- What's been successful?
- What have the challenges been?
- What do you want and need to learn in order to implement integrated education?



Overlapping is Integrated



Give some examples of how you might teach about an employment sector such as...

- Healthcare
- IT
- Construction
- Manufacturing
- Retail
- Infrastructure

in a basic literacy, ESOL or GED class.



Give some examples of how you might teach about an basic skills such as...

- Reading
- Writing
- Vocabulary
- Math

in a healthcare, IT, construction, or other vocational training course.



What am *I* supposed to
do about all this?

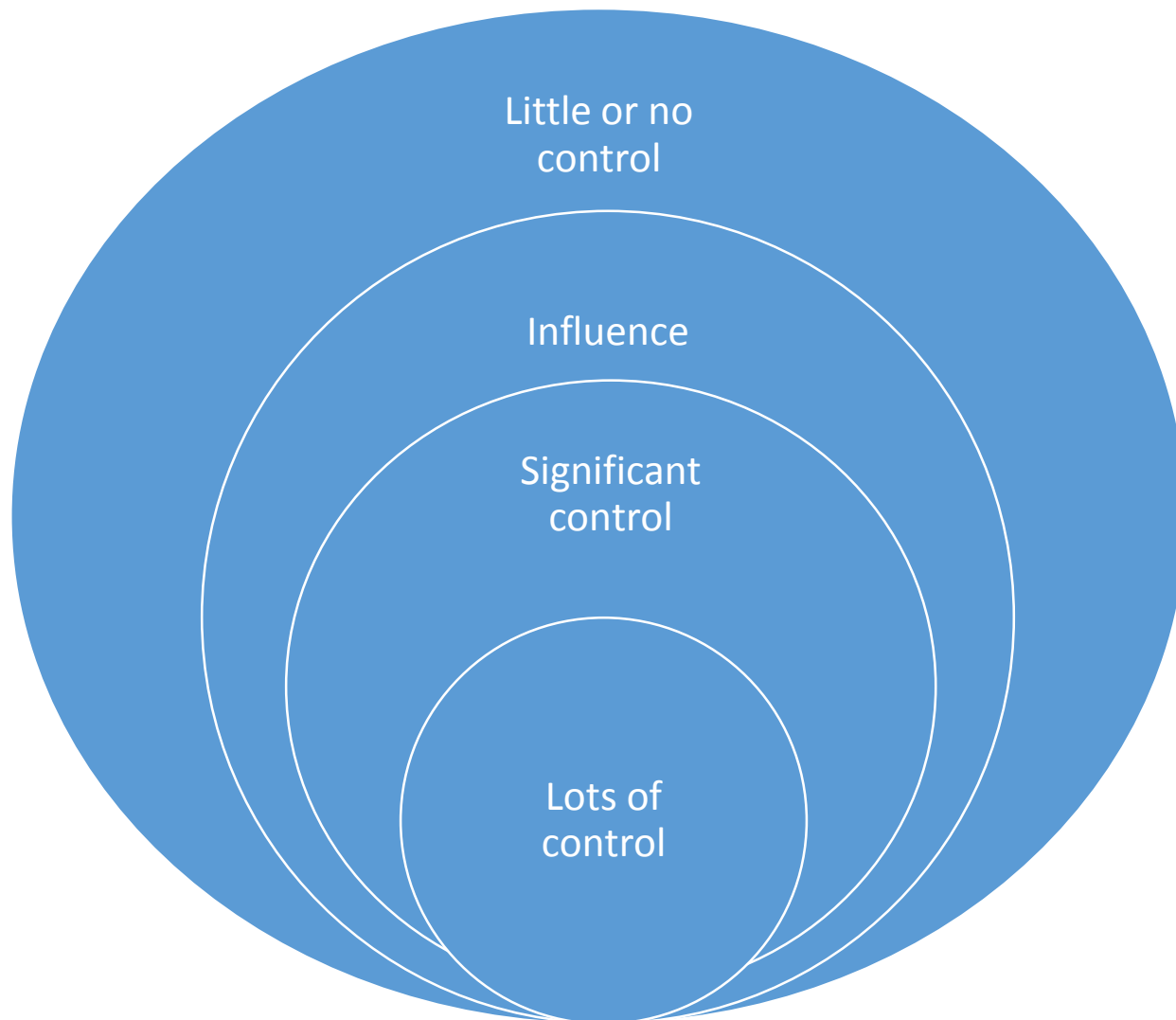
I'm just ***one person...***

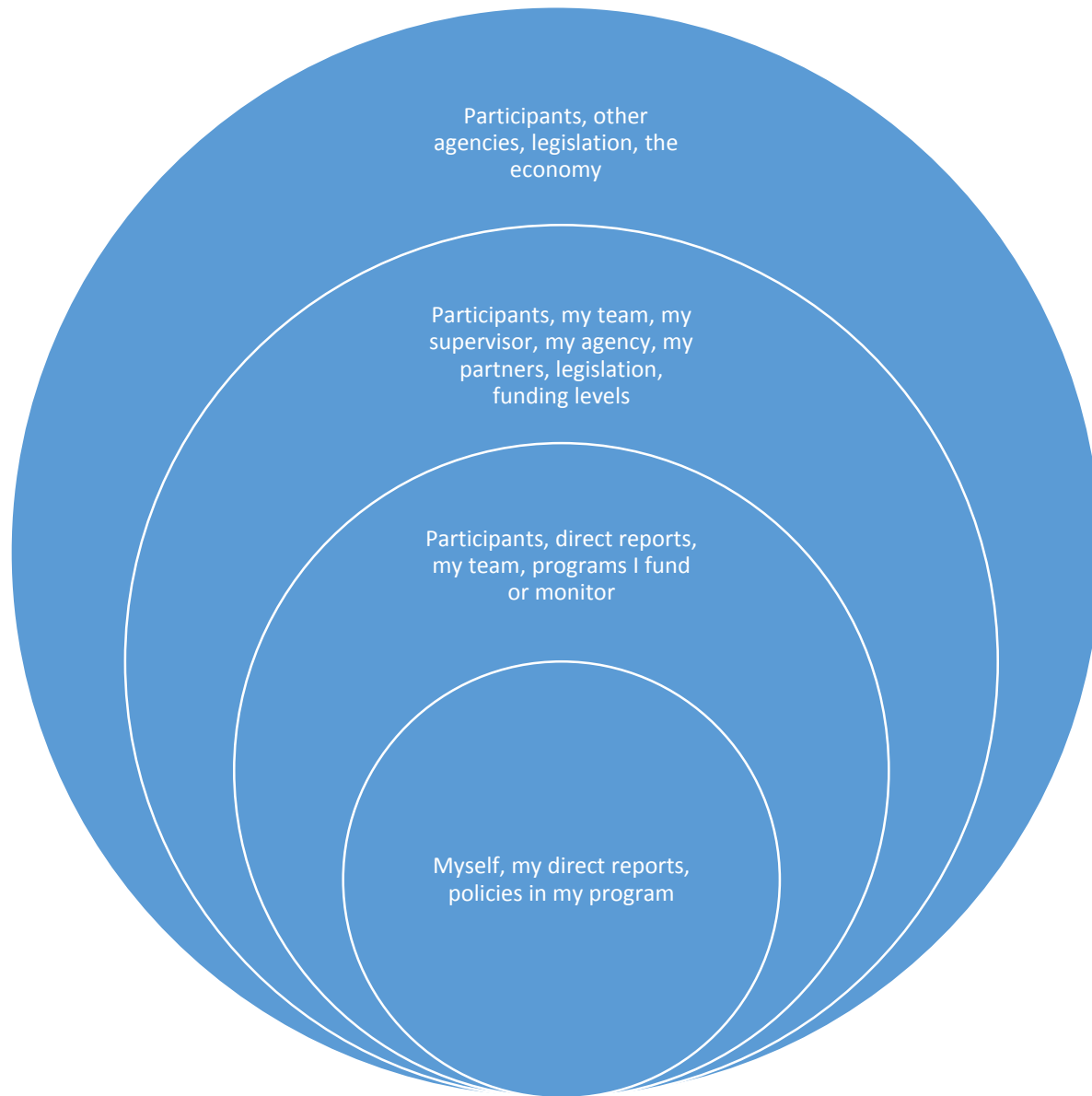


Where does my program fit in?

Where do I fit in?





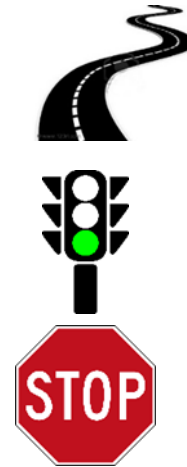


Next Steps:

What will I keep doing?

What will I start doing?

What will I stop doing?



Models, Tools and Resources

Career Pathway Models in Action:

- Minnesota FasTRAC Career Pathways Model <http://www.mnfasttrac.org/>
- I-Best Career Pathways Model (Washington State) http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx
- Sector Strategies: Healthcare Initiative (NYC) <http://www.nfwsolutions.org/workforce-partnerships/new-york-alliance-for-careers-healthcare>
- Sector Strategies: Tech Talent Pipeline (NYC) <http://www.techtalentpipeline.nyc/>
- Careeras En Salud Pre-CNA Bridge Program (Chicago) http://www.idpl.org/idpl_carreras_en_salud.html
- Accelerating Opportunity <https://www.jff.org/what-we-do/impact-stories/accelerating-opportunity/>



Questions?



Evaluation Survey

- We would greatly appreciate your feedback on the course through the brief survey included in your packets.
- Please complete the survey and leave them on your tables.



Thank you!

WORKFORCE INVESTMENT COUNCIL



**COMMUNITY
OF PRACTICE**



Contact Joe Jaroscak of the DC WIC with questions: Joseph.Jaroscak@dc.gov

www.wpti.org

